

**2018–2019 Pathways in Technology Early College High School (P-TECH) and Industry Cluster Innovative Academies (ICIA) Planning**

<b>Program authority:</b>	GAA, Article III, Rider 67, 85 <sup>th</sup> Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	February 23, 2018, to June 15, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, January 9, 2018	Place date stamp here.
<b>Submittal Information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Heidi Flynn: <a href="mailto:PTECH@tea.texas.gov">PTECH@tea.texas.gov</a> ; (512) 463-9242	

## **Schedule #1—General Information**

## Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #	
Kirbyville CISD	121905	Kirbyville High School		
Vendor ID #	ESC Region #			
1746001533	5			
Mailing address	City	State	ZIP Code	
206 E. Main St.	Kirbyville	TX	75956	
Primary Contact				

### Primary Contact

First name	M.I.	Last name	Title
Susan	A	Forthman	Consultant
Telephone #	Email address		FAX #
210.896.1690	acontracts@icloud.com		acontracts@icloud.com
Secondary Contact			

## Secondary Contact

First name	M.I.	Last name	Title
Georgia		Sayers	Assistant Superintendent
Telephone #	Email address	FAX #	
409.423.7521	gsayers@kirbyvillecisd.org	409.423.2284	

## Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Thomas		Wallis	Superintendent
Telephone #	Email address		FAX #
409.423.2284	twallis@kirbyvillecisd.org		409.423.2284
Signature (blue ink preferred)		Date signed	

Date signed

December 19, 2017

701-18-102-021

Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 121905

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – State Funds	See Important Note For Competitive Grants*	<input type="checkbox"/>
7	Payroll Costs (6100) – Federal Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) –State Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – Federal Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) –State Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) –Federal Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) –State Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – Federal Funds		<input type="checkbox"/>
11	Capital Outlay (6600) –State Funds		<input type="checkbox"/>
11	Capital Outlay (6600) –Federal Funds		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 121905

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 121905

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will work with the TEA chosen assistance provider as outlined in this RFA.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 121905

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3a: Revised Budget For State Funds**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

**Part 3b: Revised Budget For Federal Funds**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 121905

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 121905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate which grant you are applying for:

☐ P-TECH    ☒ ICIA    ☐ Both

Kirbyville Consolidated Independent School District (KCISD) seeks funding to create a **Biotechnology and Life Sciences Innovative Academy** to serve 9<sup>th</sup> – 12<sup>th</sup> grade students at Kirbyville High School (KHS). In collaboration with our partners - Lamar State College – Orange (LSC-O), Texas A & M University (TAMU), Angelina College (AC), Timberidge Nursing and Rehabilitation Center, Jasper Memorial Hospital and several local veterinary clinics - KCISD will build upon the success of the current health science and animal science pathways and robust dual credit and work experience programs to ensure students in each of these life science fields has a smooth transitional experience to a high school diploma, work credentials, an associate's degree, and work-based education. Students in the **Biotechnology and Life Sciences Innovative Academy** will have the opportunity to earn Licensed Vocational Nurse (LVN) and Registered Nurse (RN) licenses and an Associates of Nursing Degree or a Veterinary Technician certification and an Associates of Science Degree – Pre-veterinary Medicine. Each provides a pathway to continue to a bachelor's degree in the same major.

**Budget** – Grant funds will support the activities outlined in this proposal to include curriculum development, teacher training, TSI exam preparation for students, curriculum development, a site visit to collaborate with a successful Biotechnology and Life Science Innovative Academy in a school comparable to ours, dedicated time for the design team to articulate a plan, career counseling for students, and industry-standard supplies and materials. All expenses in the budget are assigned in order to adequately support grant requirements and expected results, and all expenses are supplemental and do not supplant or duplicate services currently provided.

**Needs** - 59.3% of students in the Kirbyville ISD are classified as economically disadvantaged. According to the American Community Survey administered by the U.S. Census Bureau in 2015, the median income in Kirbyville is \$22,639 with 26.3% of households were living in poverty. There is a well-defined need to connect KHS graduates to high-wage, high-demand careers. The Deep East Texas division of the Texas Workforce commission has identified LVN and RN as target occupations. In addition, they have projected a 20% increase in the need for Veterinary Technicians, increasing steadily in the next six years. While 96% of KHS students are enrolled in a CTE coherent sequence (the largest number in nursing and animal science) and many are enrolled in dual credit courses that award college credit, the KCISD comprehensive needs assessment stressed a requirement for more strategic integration and alignment to ensure a direct and complete pathway into the workforce and/or advanced degrees. The **Biotechnology and Life Sciences Innovative Academy** addresses this need.

**Management Plan** – The Leadership Design Team will ensure the implementation plan is submitted to the TEA by January 19<sup>th</sup>, 2019 in alignment with the ICIA blueprint, in collaboration with the TEA-approved Technical Assistance Provider, and based on established timelines and milestones. The Assistant Superintendent, who has decision-making authority for the district, will serve as the Project Director, facilitate the Leadership Design Team, and serve as the point of contact for business and IHE partners, the cabinet and KCISD School Board, the Technical Assistance Provider, staff, and stakeholders. The Assistant Superintendent will also work with KHS administration and staff to ensure requirements for success of the program such as the master schedule and professional development for teachers are in place through ongoing monitoring and adjustments as needed. The Career Counselor will lead student career advising, TSI preparation activities, and recruitment for the program. Sufficient, dedicated time will be set aside for the involvement and commitment of all members of the Leadership Design Team.

**Evaluation Plan** – A logic model will be established to guide the evaluation process to include methods of evaluation, processes for collecting data, and person(s) responsible. Data will be collected, analyzed, and reported to the Leadership Design Team each 9 weeks to provide for the identification and correction of any problems that might arise. Quantitative and qualitative data will be examined in relation to intended results.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 121905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Program** – Our proposed **Biotechnology and Life Sciences Innovative Academy** will operate as a school within a school at KHS. The Academy will be open enrollment, particularly targeting students who are classified as at-risk of dropping out of school and those who wish to accelerate their education. Over the 16-month planning period of this grant award, the design team will collaborate with our industry and Institute of Higher Education (IHE) partners to articulate agreements that ensure meaningful work-based experience at each level in the coherent sequence tied to high school and college course and certification requirements. Student recruitment activities will engage students and parents, and wrap-around services will provide support for students selecting to enter the program such as tutoring to meet requirements on the Texas Success Initiative (TSI) exam, career counseling, and a plan for flexible scheduling. Teachers will receive specialized training and curriculum revision to meet the demand for the more rigorous coursework and certification exam preparation that the Academy will require. KHS will be designated by the College Board as a TSI-approved site and by the certification/licensing agencies for the certification exams and clinical experiences.

**Statutory/TEA Priorities** – The Biotechnology and Life Sciences Innovative Academy is focused on one of the Governors Industry Cluster areas (5 pts.). Letters of support from LSC-O (2 pts.) and Timberidge Nursing and Rehabilitation Center (2pts.) are included with the application. KCISD is an LEA within Jasper County, a county impacted by Hurricane Harvey as identified by TEA (10 pts.).

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By TEA staff person:



**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 121905

Amendment # (for amendments only):

Program authority: GAA, Article III, Rider 67, 85<sup>th</sup> Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)

Grant period: February 23, 2018, to June 15, 2019

Fund code: 429 (State), 289 (Federal)

**Budget Summary**

Schedule #	Title	Class/ Object Code	State Funds (50%)			Federal Funds (50%)		
			Program Cost	Admin Cost	Total Budgeted Cost	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$21,791	\$0	\$21,791	\$2074	\$0	\$2074
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$1,000	\$1000	\$5,000	\$1000	\$6000
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$	\$0	\$11,603	\$	\$11,603
Schedule #10	Other Operating Costs (6400)	6400	\$1886	\$	\$1,886	\$5,000	\$	\$5,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$	\$	\$
Total direct costs:			\$23,677	\$1,000	\$24,677	\$23,677	\$1,000	\$24,677
1.292% indirect costs (see note):			N/A	\$323	\$25,000	N/A	\$323	\$323
Grand total of budgeted costs (add all entries in each column):			\$23,677	\$1,323	\$25,000	\$23,677	\$1,323	\$25,000

**1 Administrative Cost Calculation**

Enter the total grant amount requested:

\$25,000

\$25,000

Percentage limit on administrative costs established for the program (10%):

x .10

x .10

Multiply and round down to the nearest whole dollar. Enter the result.

This is the maximum amount allowable for administrative costs, including indirect costs:

\$2,500

\$2,500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs. If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the boxes with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

RFA #701-18-102; SAS #273-18  
2018-2019 P-TECH and ICIA Planning

<b>Schedule #7—Payroll Costs (6100) – State Funds</b>				
County-district number or vendor ID: 121905			Amendment # (for amendments only):	
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
			Grant Amount Budgeted (State Funds)	
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director			\$2074
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
12	Counselor		1	\$8,574
13	Social worker			\$
14	Community liaison/parent coordinator			\$
<b>Other Employee Positions</b>				
15	Title			\$
16	Title			\$
17	Title			\$
18	Subtotal employee costs:			\$10,648
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
19	6112	Substitute pay		\$600
20	6119	Professional staff extra-duty pay		\$7,000
21	6121	Support staff extra-duty pay		\$1,000
22	6140	Employee benefits		\$2,543
23	61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs			\$11,143
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$21,791

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #7—Payroll Costs (6100) -Federal Funds</b>				
County-district number or vendor ID: 121905			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (Federal Funds)
<b>Program Management and Administration</b>				
1	Project director		1	\$2,074
2	Project coordinator			\$
3	Support Staff directly working on the program			\$
<b>Other Employee Positions</b>				
4	Title			\$
5	Title			\$
6	Title			\$
7	<b>Grand total:</b>			<b>\$2,074</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #8—Professional and Contracted Services (6200) – State Funds</b>		
County-district number or vendor ID: 121905		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted (State Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Technical Assistance – Grant Administration	\$1,000
2		\$
3		\$
4		\$
5		\$
6		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$1,000</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$</b>
(Sum of lines a, b, and c) Grand total		<b>\$1,000</b>
<b>Schedule #8—Professional and Contracted Services (6200) – Federal Funds</b>		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	TSI Exam Preparation (teacher training and student/teacher materials)	\$5,000
2	Technical Assistance - Grant Administration	\$1,000
3		\$
4		\$
5		\$
6		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$6,000</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>
(Sum of lines a, b, and c) Grand total		<b>\$6,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #9—Supplies and Materials (6300) – State Funds</b>		
County-District Number or Vendor ID: 121905		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted (State Funds)</b>
6300	Total supplies and materials that do not require specific approval:	\$0
<b>Grand total:</b>		<b>\$0</b>

<b>Schedule #9—Supplies and Materials (6300) –Federal Funds</b>		
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted (Federal Funds)</b>
63XX	Technology not capitalized	\$5,000
	Specify purpose: Chromebooks for online certification programs/exams and college courses	
Subtotal supplies and materials requiring specific approval:		\$5,000
6300	Total <b>non-consumable</b> supplies and materials that do not require specific approval:	\$6,603
<b>Grand total:</b>		<b>\$11,603</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400) – State Funds</b>		
County-District Number or Vendor ID: 121905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted (State Funds)
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$1,886
<b>Grand total:</b>		<b>\$1,886</b>

<b>Schedule #10—Other Operating Costs (6400) – Federal Funds</b>		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$5,000
<b>Grand total:</b>		<b>\$5,000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #11—Capital Outlay (6600) – State Funds</b>				
County-District Number or Vendor ID: 121905			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600) – Federal Funds</b>				
County-District Number or Vendor ID: 121905			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (Federal Funds)
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 121905

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Needs Assessment Methodology and Magnitude of Problem to be Addressed** - Kirbyville High School convened a team representing campus, district, IHE, industry partner, and community stakeholders to conduct a comprehensive needs assessment. Student outcome data was collected and analyzed in comparison to goals and standards, similar data from the previous three years, and campuses with like characteristics. Quantitative and qualitative data examined included the following categories: accountability and student assessment; college and career readiness; local workforce needs; number of students receiving industry certifications and licenses; TSI performance; dual credit participation and success; economic characteristics of the community, behavior, attendance, and graduation data; and career interest inventories. Student data was disaggregated by special populations to determine gaps in performance, and the Deep East Texas Workforce commission provided projections for occupations in high-wage/high-demand fields that are expected to increase in our area and in the state of Texas. Based on this analysis, teams identify strengths and need. Problem statements were created and prioritized based on their level of impact on student success, and root causes were identified in order to inform solutions. Standing out is the fact that although 96% of the students enrolled in Kirbyville High School were enrolled in a coherent sequence of courses in our CTE program, only 10 earned a certification during the 2016-2017 school year enabling them to enter a career a high-wage, high-demand job in the region of Deep East Texas. According to the most recent American Community Survey administered by the U.S. Census Bureau, the median income in Kirbyville is \$22,639 which is approximately half of the median income in Jasper County and much less than half of the median income in Texas, and 26.3% of households were live in poverty.

**Specific Needs Identified**

- Although 368 students are currently enrolled in a CTE coherent sequence, only 10 achieved a certification in a high-demand, high-wage field during the 2016-2017 school year.
- According to the 2015-2016 Texas Academic Performance Report (TAPR) 99% of Kirbyville students were college and career ready in the most recent year for which data is available. However, only 47.8% were enrolled in an Institution of Higher Learning.
- Although KHS offers a robust dual credit opportunities, only 12 11<sup>th</sup> grade students qualified to take dual credit courses based on TSI testing last school year.
- According to the most recent U.S. Census Bureau survey, the median household income in Kirbyville in 2015 was \$22,639, and 26.3% of households live in poverty. 59.3% of Kirbyville CISD students are classified as economically disadvantaged.

By enhancing collaboration with our IHE and industry partners to create a **Biotechnology and Life Sciences Innovative Academy**, KHS students will have the opportunity to graduate from high school with an Associate's Degree and multiple certifications in high-wage/high-demand fields.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 121905

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Although 368 students are currently enrolled in a CTE coherent sequence, only 10 achieved a certification in a high-demand, high-wage field during the 2016-2017 school year.	Add opportunity to earn a license in high-wage, high-demand fields – Licensed Vocational Nurse (LVN), Registered Nurse (RN) and Certified Veterinary Technician
2.	According to the 2015-2016 Texas Academic Performance Report (TAPR) 99% of Kirbyville students were college and career ready in the most recent year for which data is available. However, only 47.8% were enrolled in an Institution of Higher Learning.	Strengthen link between high school and college CTE programs for students through the Associates Degree of Science in Nursing and Pre-Veterinary Science offered in partnership with LSC-O, Angelina College, and TAMU
3.	Only 12 11 <sup>th</sup> grade students qualified to take dual credit courses based on TSI testing last school year.	Provide TSI preparation through integrated content, real-world experiences with content, tutoring, and TSI prep sessions
4.	According to the U.S. Census Bureau, the median household income in Kirbyville in 2015 was \$22,639, and 26.3% of households lived in poverty. 59.3% of KHS students are classified as economically disadvantaged.	Increase access for Kirbyville CISD graduates to high-wage, high demand jobs through the opportunity to obtain an LVN and RN license or Veterinary Technician Certification, along with an Associate's Degree of Science in Nursing or Pre-Veterinary Medicine.
5.		

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 121905

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student Data Collection and Reporting	1.	# and % of students projected to be enrolled by demographic
		2.	# of student/parent recruitment activities by demographic
		3.	# and % of students served by wraparound services such as TSI prep
2.	Successful completion of required ICIA implementation plan	1.	Design team composition, agendas, minutes and artifacts
		2.	Plan submission by deadline
		3.	Plan meets all TEA requirements and student/program needs
3.	Articulated MOU with business partners	1.	# and type of work-based experiences at each grade level
		2.	Articulation of MOU
		3.	Work experiences aligned with curriculum and certification requirements
4.	Articulated MOU with IHEs	1.	MOUs are articulated to meet all grant requirements
		2.	Students have opportunity to complete Associate's Degree by graduation
		3.	Schedules ensure flexibility to meet high school and IHE requirements
5.	Alignment of courses/work-based experience with certification requirements	1.	Work-based experience meets all clinical experience requirements
		2.	Teachers are trained in certification requirements
		3.	Curriculum addresses all certification requirements

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The effectiveness of program strategies will be evaluated through:

**Student data collection** – Student and program-level data will be collected by program staff and analyzed in collaboration with the design team. Particular emphasis will be placed on the number, percentage, and success of students by demographic – to include at-risk, English Language Learners, economically disadvantaged, and special education populations. Efforts will target special populations, designing and providing additional support in the form of wrap-around services where needed.

**Successful Completion of Required Implementation Plan** – In collaboration with the TEA-approved technical assistance provider, design team agendas and work plans will be designed and monitored to ensure all components of the required ICIA implementation plan are addressed on by a timeline designed by working backwards from the deadline. The project manager will work with the technical assistance provider to determine and meet needs of the team (professional development, resources, dedicated time, etc.) in order to succeed.

**Articulated MOUs** – The project manager will work with IHEs and business partners to articulate MOUs. Through their participation on the design team, all items articulated in the MOU will be prepared and executed to meet all grant requirements and student/program needs.

**Alignment with Certification Requirements** – A rubric will be used by the project manager and the design implementation committee to ensure the coherent sequence and work-based experiences are aligned with certification requirements. These will be articulated through the MOUs with business partners providing work-based experiences and integrated into the revised curriculum for courses in the coherent sequence.

Formative data will be examined each 9 weeks by the Leadership Design Team to provide for the identification and correction of problems throughout the duration of the grant project.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 121905

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the proposed P-TECH or ICIA school structure and how the program will establish a recruitment and enrollment process that will meet the open-enrollment requirements of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **Biotechnology and Life Sciences Innovative Academy** will operate as a school within a school model. The Academy will be open-enrollment and will specifically target students identified as at-risk of dropping out of school and those who wish to accelerate their education. There will be no application process. Recruitment activities will focus on students currently enrolled in our health science and animal science pathways at KHS and 7<sup>th</sup> and 8<sup>th</sup> grade students who are completing career exploration and interest inventories and working with parents and counselors to design four-year plans. The Academy will require an extension of these plans to a minimum of five years.

Recruiting activities will engage parents and students with teachers and partners through classroom and after-school presentations, career counseling, newsletters, social media, and site visits. The design team will survey parents and students and review existing data to identify potential roadblocks and design wraparound services to provide additional support where needed. TSI preparation will be provided for all students and participation will be at no cost to students or their families.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 121905

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how you will provide for a program/course of study that enables a participating student to combine high school courses and postsecondary courses. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An existing structure is in place at KHS for dual credit courses articulated with our partner IHEs – including face to face and two-way online/video instruction through BlackBoard Collaborate. The structure will be enhanced and expanded through flexible scheduling and increased support mechanisms for students required to succeed in more rigorous curriculum. Through the work of the design team, Memorandums of Understanding (MOUs) will be articulated with IHE partners that will address components such as:

1. Articulation of Credits;
2. Curriculum and Alignment;
3. Instructional Calendar and Materials;
4. Enrollment;
5. Attendance;
6. Grading Policies; and
7. Administration of Statewide Assessments.

KCISD has connected with districts currently implementing the ICIA model and will continue to communicate with them regarding best practices and lessons learned. Opportunities will be provided for students to complete college coursework online, during the summer, and through practicum experiences embedded with their work-based experiences. LSC-O and Angelina College currently partner with Early College High Schools and high schools offering nursing credential programs so have experience integrating and aligning high school and college coursework. KCISD is working with Region V to submit applications for innovative courses that will increase the dual credit offerings aligned with the requirements for nursing licenses.

**Statutory Requirement 3:** Describe how you will allow participating students to complete high school and receive the required diplomas, certifications and work-based education experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The coherent sequence of courses currently in place at KHS embeds work-based experiences within practicum courses that meet high school graduation requirements and certification requirements. For example, students in the health science pathway complete a practicum course for high school credit that includes an internship at Timberidge Nursing and Rehabilitation Center in Jasper, Texas that meets the requirements to sit for the Certified Nursing Assistant (CNA) exam. Through collaboration with our partner IHEs, we will also embed the required clinical experiences for the dual credit coursework into these experiences/practicum courses. Our industry partners and those of the IHEs are eager to enhance experiences for students tailored to program requirements as it provides an opportunity for them to train their future workforce. Through participation of our industry partners on the design team, schedules will be adapted to ensure students meet all requirements. When it better meets student needs, some clinical experiences can be scheduled during the summer and/or at times outside of the regular school day and/or calendar.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 121905

Amendment # (for amendments only):

**Statutory Requirement 4:** Describe how you will provide students with flexible class scheduling and academic mentoring. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One way that flexible scheduling will be provided is through practicum courses that allow students to travel to internships during the school day for high school credit. Upon completion of articulation of our MOUs with industry partners and partner IHEs, these internships will also provide college credit for required clinical experiences. Some dual credit courses will be offered online, enabling the flexibility to schedule them during the school day or outside of the regular school day. Teacher training and the engagement of teachers in the design process will increase their capacity to support students within class and outside of class in scheduled tutoring sessions. Teachers at the high school and the IHE will collaborate to meet student needs through mentoring and tutoring. Industry partners will also mentor students in preparation for certification exams.

**Statutory Requirement 5:** Describe how you will provide the program at no cost to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KCISD will leverage existing resources such as state compensatory education and high school allotment funds in coordination with grant funds to provide the **Biotechnology and Life Sciences Innovative Academy** program at no cost to students. In addition, in kind contributions from IHE and industry partners such as access to expensive industry-standard technology and training will alleviate some costs of the program. Certain costs, such as the initial trainings that teachers must attend are one-time costs. Increased enrollment in the CTE courses offered through the academy will also generate additional funding to support the program.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 121905

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe possible institutions of higher education partners and how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IHE partners for our Biotechnology and Life Sciences Industry Academy include:

1. Lamar State College – Orange;
2. Angelina College; and
3. Texas A&M University

Kirbyville CISD has existing, successful relationships with Lamar State College – Orange and Angelina College for dual credit courses, and we have been collaborating with them since September on the design of the LVN and RN programs. Texas A&M has designed and implements an outreach program to support high schools implementing veterinary technician certification programs, including teacher training, and collaborates with Angelina College on their pre-veterinary science degree. Each of these institutions will participate in the design team, providing the opportunity for collaborative planning, ongoing dialogue, and shared commitment to the program. The MOUs will clearly outline commitments, standards, and responsibilities to ensure clarity of expectations. The project director will ensure all aspects of the MOU are adhered to and that communication lines are open to resolve any roadblocks that may arise in the relationship. A letter of support from LSC-O is included in this application.

**Statutory Requirement 7:** Describe possible business partnerships that the school will establish, list the types of businesses, proposed work-based education for students and describe how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Business partners for our Biotechnology and Life Sciences Industry Academy include:

1. Timberidge Nursing and Rehabilitation Center;
2. Christus Memorial Hospital; and
3. Several local veterinary clinics

Kirbyville CISD has an existing, successful relationship with Timberidge Nursing and Rehabilitation Center, developed through the internships students complete for the current CNA program. A letter of support from Timberidge is included in this application. Lamar State College – Orange has an existing relationship with Christus Memorial Hospital for clinical experiences required for their LVN and RN programs. Local veterinarians are enthusiastic for the opportunity to train their future employees, and the veterinarians play a critical role in mentoring students through the required certification experiences. Each of these businesses will participate in the design team, providing the opportunity collaborative planning, ongoing dialogue, and shared commitment to the program. The MOUs will clearly outline commitments, standards, and responsibilities to ensure clarity of expectations. The project director will ensure all aspects of the MOU are adhered to and that communication lines are open to resolve any roadblocks that may arise in the relationship.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 121905

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how you will work with the Workforce Development Board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The local workforce development board serving our geographical area is Workforce Solutions Deep East Texas. Workforce Solutions Deep East Texas has identified Target Occupations for our geographical area - high-growth, high-demand and emerging occupations that are critical to the state and local economies. Through communication and collaboration with the primary office in Lufkin, Texas and the satellite office in Jasper, we have identified the LVN, RN, and Certified Veterinary Technician programs as economically relevant. LVN and RN are identified as Target Occupations for the Deep East Texas Region as well as for the state of Texas. In addition to high-demand jobs, these are also identified as high-skill and high-wage jobs. The workforce commission has identified a projected growth rate for these professions of over 19.3% over the next ten years. Veterinary Technician has been identified as an occupation that will experience over 20% growth in the next seven years. The workforce commission will provide job placement assistance for Kirbyville students who complete these programs in the **Biotechnology and Life Sciences Innovative Academy**.

**Statutory Requirement 9:** Describe how you will ensure that P-TECH or ICIA students are entitled to the benefits of the Foundation School Program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The collaborative development of five year plans with counselors, students, and their parents along with flexible scheduling and dual credit agreements will ensure that students in our **Biotechnology and Life Sciences Innovative Academy** are entitled to all of the benefits of the Foundation School Program in addition to appropriate work-based experiences, industry certification, and college courses. Plans defining the recommended and required program of study for each student are developed in the 8<sup>th</sup> grade for every student entering KHS and are reviewed a minimum of once each year with students and parents. The flexible scheduling provided in the Academy will ensure each student's schedule enables him/her to benefit from the entire Foundation School Program. Articulated dual credit agreements and practicum courses will be designed so that the TECS are mastered in addition to the enhanced college curriculum and work-based experiences.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 121905

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe the team that will complete the implementation plan and how you will ensure the implementation plan is completed by the required due date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Leadership Design Team for our Biotechnology and Life Sciences Innovative Academy will be comprised of the project manager (Assistant Superintendent), the KHS counselor/Director of Student Services, teachers of health science and animal science courses, IHE and business partners, and community representatives. With leadership from the project director and guidance from the TEA-approved technical assistance provider, the implementation plan for the Academy will be completed by the Leadership Design Team by January, 2019. A timeline for creation of the plan will be one of the first products of the Design Team to include steps, due dates, person(s) responsible, and criteria. Support for this task will be provided for the team through training on the ICIA Blueprint, visioning activities and sharing of existing best practices including a site visit, and dedicated time and resources. The project director will be responsible for monitoring progress of the implementation plan based on the established timeline and identifying where additional support may be needed at points along the way. When a need for increased support is presented, the project director will work with the TEA-approved technical assistance provider to respond.

**TEA Program Requirement 2:** Describe the committee structure that will be put into place to provide leadership, communication and decision making for the P-TECH or ICIA program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Leadership Design Team will meet at a minimum of monthly with working groups and needed trainings scheduled in between. The project director, with the guidance of the TEA-approved technical assistance provider will lead the committee by scheduling meetings and trainings, creating agendas, assigning roles, coordinating with the working groups, and identifying and providing resources. Meeting minutes will be taken at each meeting and distributed electronically. Each working group will report and gather input as a standing item on each agenda. Ongoing communication within the committee between formal meetings will be facilitated through interactive technology. Decisions will be made by consensus by applying grant requirements, ICIA blueprint requirements, data, and best practices. While committee members will be tasked with communicating frequently with the stakeholder group they represent, the project manager will formally present progress quarterly to the Board of Trustees, KHS faculty, and parent/community members.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 121905

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the structures and systems that will be put into place to strengthen both the academic and social/emotional skills necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work-based educational experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to strengthen both the academic and social/emotional skills necessary for high school and college readiness, as well as to provide academic and social/emotional support for students to succeed in rigorous academic and work-based educational experiences; the following structures and systems will be put into place:

- TSI preparation integrated into course curriculum and student workshops
- Teacher training
- Career Counseling
- Mentoring by high school and college faculty and business partners in the field of study
- College and work-site visits
- Mini lessons and workshops on job skills and life skills
- Parent workshops

**TEA Program Requirement 4:** Describe the methods and timeline that the campus will utilize to ensure that the campus becomes a Texas Success Initiative assessment site by 2019–2020. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kirbyville CISD will collaborate with the College Board Liaison for the Texas Higher Education Coordinating Board to ensure that KHS becomes a TSI assessment site by 2019-2020. To meet the requirements of a testing site, we will identify and administer a pre-assessment to all students who will take the TSI assessment. Results from the pre-assessment will be used to inform instruction/tutoring for students who are preparing to take the exam. As the exam is an untimed, computer-based assessment, we will identify and schedule the needed rooms and technology, along with test proctors. If any students sitting for the exam require accommodations, we will arrange for an accommodated version of the assessment to be administered.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 121905		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 121905

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 121905

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 121905

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 121905

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Ttruancy**

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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